

Introduction to Safeguarding for Education

[https://www.youtube.com
/watch?v=dYnLzSUQc6U](https://www.youtube.com/watch?v=dYnLzSUQc6U)

NSPCC The Sh*t Children
say

The Birmingham Safeguarding Children Board (BSCB), a partnership of agencies who work together to prevent child abuse and neglect, have launched a campaign to raise awareness that ***'keeping children safe is everybody's business'***.



Right Help, Right Time

Delivering effective support for children and families in Birmingham – Guidance for Practitioners



Safeguarding Umbrella



Policies and Procedures Child Sexual Exploitation Risk Assessment Domestic Abuse Anti-Bullying
Internet Safety Child Protection Safer Recruitment Female Genital Mutilation Health and Safety

A child centred approach; children have said that they need;

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **Stability:** to be able to develop an on-going relationship of trust with those helping them
- **Respect:** to be treated with the expectation that they are competent rather than not
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- **Explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- **Support:** to be provided with support in their own right as well as a member of their family
- **Advocacy:** to be provided with advocacy to assist them in putting forward their views

Consent

- Early Help is based on a partnership approach between families and professionals
- Think “do with, not to”
- Consent from families to participate in Early Help processes **must always** be present
- The child centred approach as described in Working Together is supported by the strength based Signs of Safety and Wellbeing Practice framework

Dealing with disclosures - All staff

- Receive

Listen actively, open body language, accept, non judgemental

- TED (tell, explain, describe)

- Reassure

‘You’ve done the right thing by coming to me’, re-assure child that you have listened and hear what they are saying; don’t promise what can’t be delivered

- Respond

Tell what you are going to do and do it. Ensure child is ok before leaving

- Report

As soon as possible, to DSL

- Record

Vital – facts, no opinions – When? Where? Who? What?

Identifying Complex and Significant need

Child Protection is part of safeguarding and promoting welfare. This refers to the activity undertaken to protect children who are suffering, or are likely to suffer, significant harm.

Source: Working Together to Safeguard Children (March 2015)

What is Child Abuse?



Definition of Child Abuse

- Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm.
- Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.

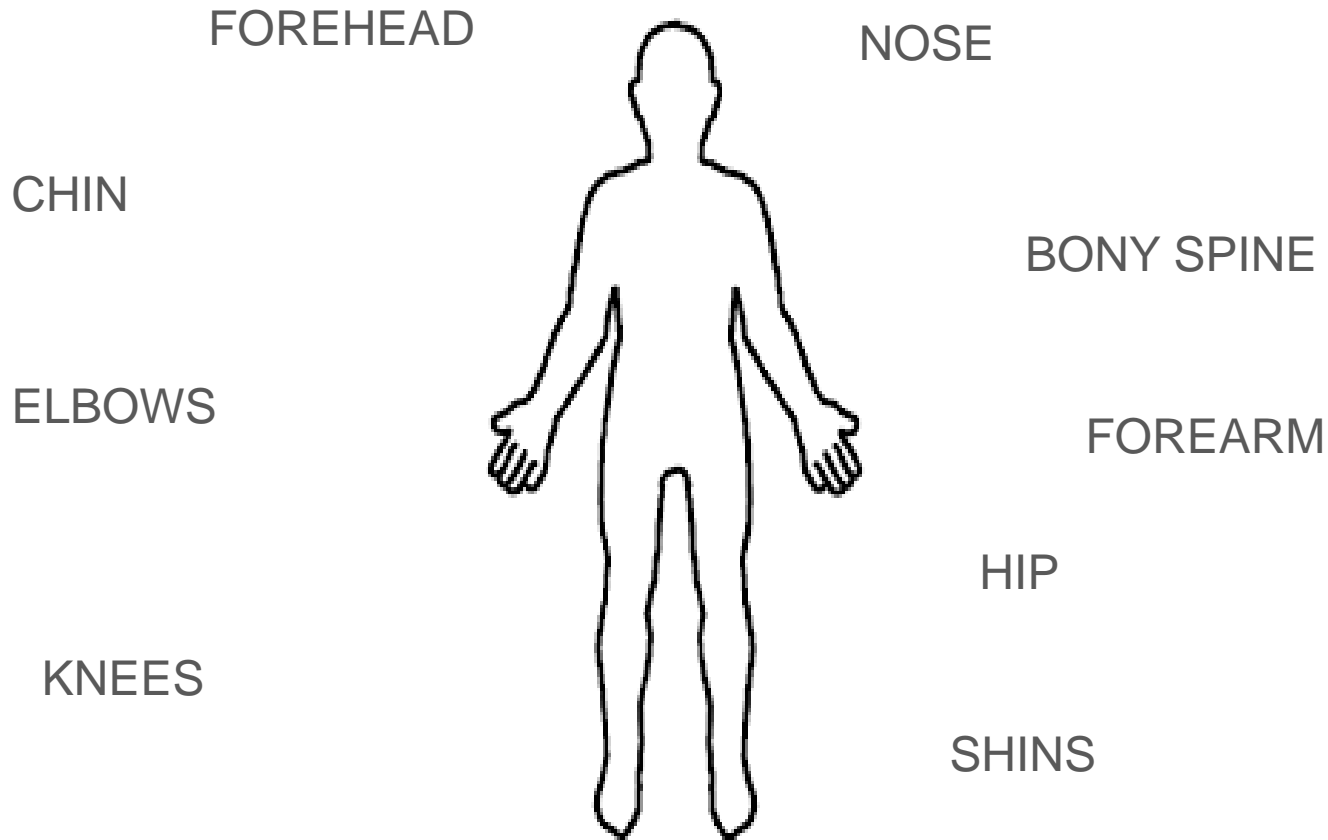
Physical Abuse

May involve:

- Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, inducing illness or otherwise causing physical harm to a child.
- Violence is pervasive and the physical abuse of children frequently co-exists with domestic violence.

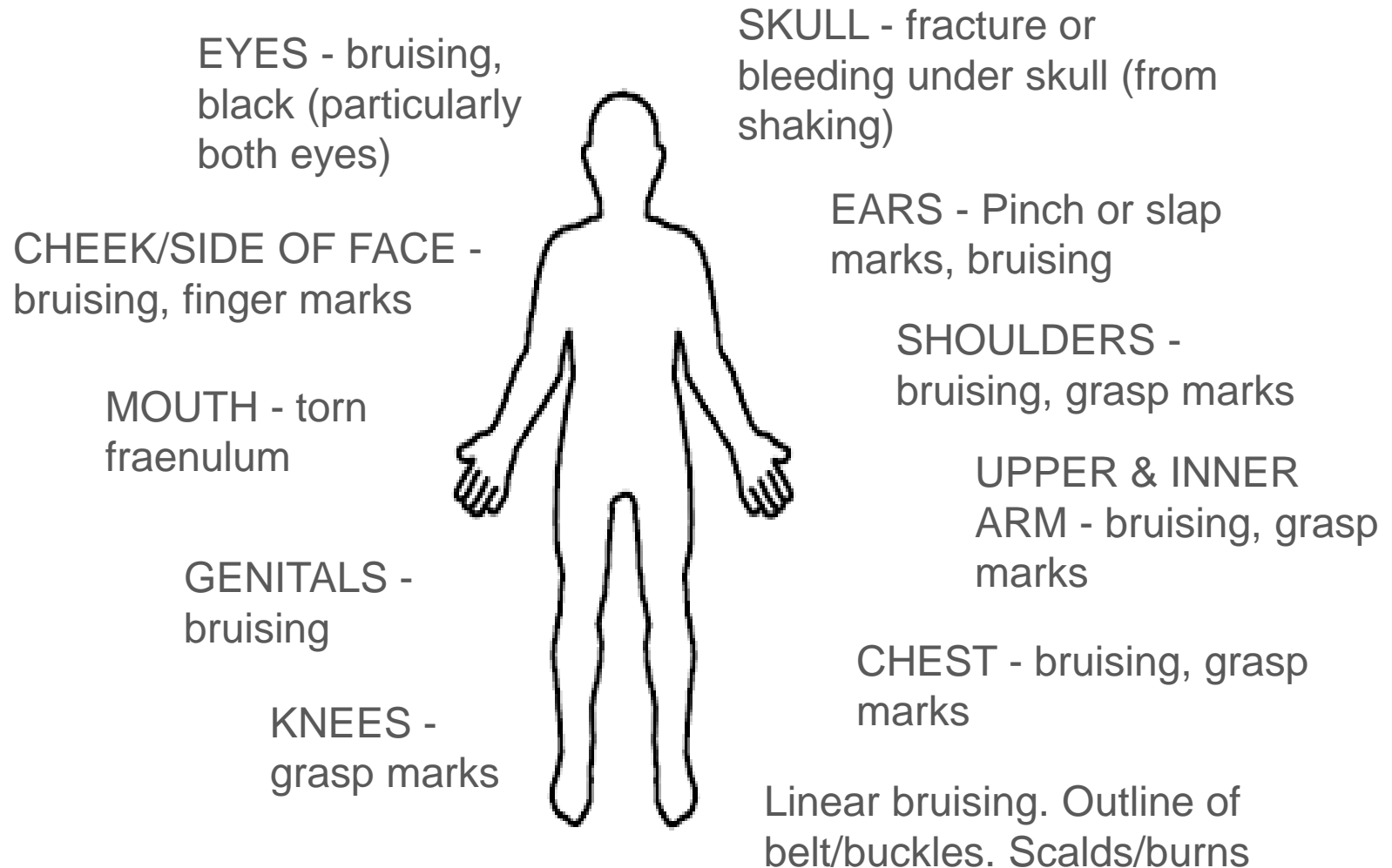
Source: Working Together To Safeguard Children 2015

Common Sites for Accidental Injuries



Explanation consistent with injury

Common sites for Non-Accidental Injuries



Explanation inconsistent with injury

Physical Abuse

Physical Indicators

- Scratches
- Bite marks or welts
- Bruises in places difficult to mark (behind ears, groin)
- Burns
- Untreated injuries

Behavioural Indicators

- Self mutilation tendencies
- Chronic runaway
- Aggressive or withdrawn
- Fear of returning home
- Undue fear of adults
- Fearful watchfulness

Emotional Abuse

May involve :

- conveying to children that they are worthless or unloved, inadequate, or
- valued only insofar as they meet the needs of another person, age or
- developmentally unrealistic expectations, seeing or hearing the ill treatment of another, over/under protection.

Source: Working Together To Safeguard Children 2015

Emotional abuse

Physical Indicators

- Sudden speech disorders
- Wetting and soiling
- Signs of mutilation
- Frequent vomiting

Behavioural Indicators

- Rocking, thumb sucking
- Fear of change
- Chronic runaway
- Poor peer relationships
- Attention seeking behaviour

Neglect

May involve:

- failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Failure to:

- Provide adequate food clothing & shelter (including exclusion from home or abandonment).
- Protect a child from physical & emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care givers).
- Ensure access to appropriate medical care or treatment.
- Respond to a child's basic emotional needs.

Source: Working Together To Safeguard, March 2015

Neglect

Physical Indicators

- Constant hunger
- Exposed to danger; lack of supervision
- Inadequate / inappropriate clothing
- Poor hygiene
- Untreated illnesses
- Persistent tiredness

Behavioural Indicators

- Listlessness
- Lack of peer relationships
- Low self-esteem
- Compulsive stealing / begging

Sexual Abuse

May involve :

- Physical contact
- Non contact activities involving children looking at or in the production of sexual images or grooming a child including via the internet.

Source: Working Together To Safeguard Children, March 2015

Sexual Abuse

Physical Indicators

- Stomach pains or headaches
- Pain on urination
- Difficulty in walking or sitting
- Bruises
- Anorexic / bulimic

Behavioural Indicators

- Chronic depression
- Inappropriate language, sexual knowledge for age group
- Making sexual advances to adults or other children
- Low self esteem
- Afraid of the dark
- Wariness of being approached by anyone
- Evidence of substance misuse
- Acquisition of money, mobile phones etc without plausible explanation
- Association with older people, particularly men, outside the usual range of contacts
- Phone calls/messages from adults outside the normal range of contacts

Safeguarding Issues that require additional reporting procedures

Female Genital Mutilation (FGM)

A health care professional or teacher must make a “FGM Notification” to the police if, in the course of their duties, they discover that an act of FGM appears to have been carried out on a girl under 18.

- Discuss with your DSL and then call police on **101** if you have information about FGM, believe a child maybe at risk or feel your child being cut and out of control. In an emergency, dial **999**.
- Alternatively contact Crimestoppers anonymously on **0800 555 111** or the NSPCC's FGM Helpline on **0800 028 3550**

Forced Marriage

- In the event the referral to CSC is made outside of work office hours, professionals are to contact the Emergency Duty Team **and** the Police.

Child Sexual Exploitation CSE

- CSE affects both Boys and Girls although the behaviours they exhibit in school may look very different .